

C E Williams Middle School for Creative & Scientific

640 Butte Street
Charleston, SC 29414

Grades	5-8 Middle School	
Enrollment	750 Students	
Principal	Judith Peterson	843-763-1529
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	6	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes
2006	Good	Unsatisfactory	No

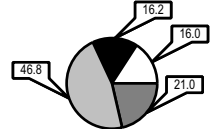
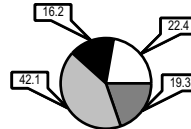
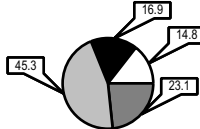
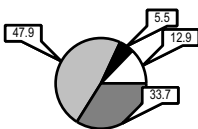
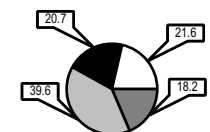
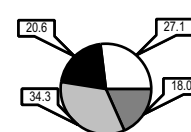
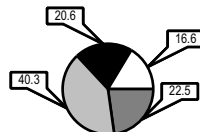
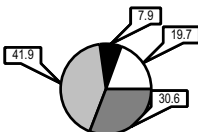
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.6
English 1	N/A	98.2
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
All Subjects	100.0	98.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	736	97.4	11.5	48.6	34.3	5.7	54.2	Yes	Yes
Gender									
Male	381	96.3	15.1	52.7	28.0	4.1	45.9	N/A	N/A
Female	355	98.6	7.6	44.2	40.9	7.3	63.2	N/A	N/A
Racial/Ethnic Group									
White	437	97.7	8.4	43.9	39.4	8.4	62.8	Yes	Yes
African American	264	96.6	17.9	57.5	23.4	1.2	36.9	Yes	Yes
Asian/Pacific Islander	16	100.0	6.3	31.3	62.5	0.0	81.3	I/S	I/S
Hispanic	17	100.0	0.0	47.1	41.2	11.8	70.6	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	653	99.8	8.4	48.5	37.0	6.1	58.2	N/A	N/A
Disabled	83	78.3	42.9	49.2	6.3	1.6	14.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	736	97.4	11.5	48.6	34.3	5.7	54.2	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	727	97.4	11.3	48.6	34.3	5.7	54.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	206	95.1	12.6	60.7	24.1	2.6	40.8	Yes	Yes
Full-pay meals	530	98.3	11.1	44.1	38.1	6.8	59.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	735	97.6	12.9	46.2	23.7	17.3	55.1	Yes	Yes
Gender									
Male	380	96.6	16.5	43.4	21.2	19.0	52.7	N/A	N/A
Female	355	98.6	9.1	49.1	26.3	15.5	57.6	N/A	N/A
Racial/Ethnic Group									
White	437	97.5	8.4	40.4	27.3	23.9	64.6	Yes	Yes
African American	263	97.3	21.7	57.3	16.6	4.3	35.6	Yes	Yes
Asian/Pacific Islander	16	100.0	0.0	18.8	37.5	43.8	87.5	I/S	I/S
Hispanic	17	100.0	5.9	41.2	29.4	23.5	88.2	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	652	100.0	10.3	46.2	24.6	19.0	58.6	N/A	N/A
Disabled	83	78.3	39.7	46.0	14.3	0.0	19.0	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	97.6	12.9	46.2	23.7	17.3	55.1	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	97.5	13.1	46.3	23.1	17.5	54.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	205	96.1	19.8	55.2	19.3	5.7	40.1	Yes	Yes
Full-pay meals	530	98.1	10.3	42.8	25.3	21.6	60.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	735	98.0	22.2	42.2	19.4	16.2	35.6
Gender							
Male	380	97.4	22.4	40.3	17.9	19.5	37.3
Female	355	98.6	21.9	44.4	21.0	12.7	33.7
Racial/Ethnic Group							
White	437	97.9	13.8	38.4	25.3	22.5	47.8
African American	263	97.7	38.1	49.6	7.3	5.0	12.3
Asian/Pacific Islander	16	100.0	6.3	18.8	43.8	31.3	75.0
Hispanic	17	100.0	5.9	52.9	23.5	17.6	41.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	652	100.0	18.2	43.7	19.9	18.2	38.1
Disabled	83	81.9	54.4	30.4	15.2	0.0	15.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	98.0	22.2	42.2	19.4	16.2	35.6
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	97.9	22.2	42.4	19.2	16.3	35.5
Socio-Economic Status							
Subsidized meals	205	97.1	34.2	49.2	10.6	6.0	16.6
Full-pay meals	530	98.3	17.6	39.6	22.8	20.1	42.8

Social Studies							
All Students	735	98.0	15.9	46.9	21.0	16.2	37.2
Gender							
Male	380	97.4	17.6	44.1	18.6	19.7	38.3
Female	355	98.6	14.1	49.9	23.6	12.4	36.0
Racial/Ethnic Group							
White	437	97.9	9.6	44.4	24.3	21.7	46.0
African American	263	97.7	27.7	49.6	16.5	6.2	22.7
Asian/Pacific Islander	16	100.0	12.5	50.0	6.3	31.3	37.5
Hispanic	17	100.0	0.0	64.7	17.6	17.6	35.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	652	100.0	12.6	47.1	22.7	17.6	40.3
Disabled	83	81.9	42.5	45.0	7.5	5.0	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	98.0	15.9	46.9	21.0	16.2	37.2
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	726	97.9	16.0	46.5	21.3	16.2	37.5
Socio-Economic Status							
Subsidized meals	205	97.1	28.5	46.5	18.5	6.5	25.0
Full-pay meals	530	98.3	11.1	47.0	22.0	19.9	41.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	100.0	8.5	41.5	45.3	4.7	50.0
	6	222	99.1	16.0	41.1	38.4	4.6	42.9
	7	186	100.0	10.5	50.8	32.6	6.1	38.7
	8	177	98.9	8.1	42.2	41.0	8.7	49.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	114	97.4	15.0	57.9	25.2	1.9	27.1
	6	221	99.1	12.0	44.2	34.6	9.2	43.8
	7	212	96.7	9.9	51.0	36.1	3.0	39.1
	8	189	96.3	10.6	45.6	37.2	6.7	43.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	6.7	36.2	22.9	34.3	57.1
	6	222	99.6	9.5	35.0	36.4	19.1	55.5
	7	186	100.0	13.8	33.1	26.5	26.5	53.0
	8	177	100.0	12.6	41.1	33.7	12.6	46.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	114	96.5	13.2	53.8	20.8	12.3	33.0
	6	221	99.5	7.8	41.3	30.7	20.2	50.9
	7	212	96.7	12.9	41.1	20.8	25.2	46.0
	8	188	96.8	18.9	53.3	20.0	7.8	27.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	22.9	27.6	16.2	33.3	49.5
	6	222	99.6	24.5	30.5	20.9	24.1	45.0
	7	186	100.0	12.2	29.8	28.2	29.8	58.0
	8	177	100.0	13.1	37.7	23.4	25.7	49.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	114	99.1	30.3	43.1	15.6	11.0	26.6
	6	221	99.5	27.9	41.6	16.9	13.7	30.6
	7	212	96.2	17.8	35.6	26.4	20.2	46.6
	8	188	97.3	15.6	50.0	16.7	17.7	34.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	15.2	49.5	20.0	15.2	35.2
	6	222	99.6	7.3	32.7	22.3	37.7	60.0
	7	186	100.0	15.5	32.0	22.7	29.8	52.5
	8	177	100.0	12.0	44.6	23.4	20.0	43.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	114	99.1	25.5	48.2	13.6	12.7	26.4
	6	221	99.5	10.5	41.6	30.1	17.8	47.9
	7	212	96.2	19.2	43.3	16.8	20.7	37.5
	8	188	97.3	12.9	56.5	19.4	11.3	30.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 750)				
Students enrolled in high school credit courses (grades 7 & 8)	22.0%	Down from 25.8%	29.0%	16.7%
Retention rate	1.2%	Up from 0.6%	1.5%	2.5%
Attendance rate	96.0%	Down from 96.3%	96.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 2.0%	0.7%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Down from 2.6%	0.6%	1.0%
Eligible for gifted and talented	41.2%	Down from 46.7%	29.1%	15.6%
On academic plans	24.3%	N/AV	28.8%	39.9%
On academic probation	0.8%	N/AV	0.0%	0.7%
With disabilities other than speech	10.3%	No change	10.1%	12.4%
Older than usual for grade	1.7%	Up from 1.3%	1.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Up from 1.3%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	61.2%	Down from 63.0%	61.2%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.3%	N/A	7.5%	9.1%
Teachers with emergency or provisional certificates	4.9%	Down from 5.0%	3.1%	5.6%
Teachers returning from previous year	91.1%	Up from 76.1%	89.0%	84.6%
Teacher attendance rate	91.6%	Down from 95.3%	95.1%	94.8%
Average teacher salary	\$41,882	Up 0.6%	\$44,205	\$42,267
Prof. development days/teacher	7.5 days	Up from 7.2 days	11.7 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 21.0 to 1	22.9 to 1	21.1 to 1
Prime instructional time	86.0%	Down from 90.3%	90.5%	89.0%
Dollars spent per pupil*	\$5,577	Up 11.6%	\$5,727	\$6,243
Percent of expenditures for teacher salaries*	57.2%	Down from 70.4%	61.0%	59.8%
Percent of expenditures for instruction*	73.0%		67.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	67.5%	Up from 40.9%	97.3%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Down from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This CE Williams Middle School Report Card addresses achievement data, school highlights, and other data that reflect what is happening at the school. The data within this document will be used to continue to develop and implement a strong academic program for all children in a safe and inviting school environment. We are committed to creating and providing the best possible educational experiences for each child, and to that end we have the CCSD Coherent Curriculum, RAPS, a PASCO grant, Project Lead the Way, and Gear-Up supporting the CEW educational program. We have continued to build and strengthen the academic options for children with the Arts and Academics After-School Program and with the implementation of the Academy of Reading, a computer program designed to strengthen the students' reading skills. In addition, Saturday Scholars continues for 6th, 7th and 8th grade students in the core academic subjects.

The challenges we face include high academic achievement for all students, arts integration, performance opportunities, and a greater use of technology, and we have begun work in these areas. The media center's book collection is being enhanced with high level selections; art students have designed and completed the set for the musical, Aladdin Jr., produced by the choral department; and the action lab is being rebuilt for the coming school year. The instrumental performing groups—chorus, band, and strings—have been recognized for superior work and have returned from competitions loaded with individual medals and group trophies. The school's Science Decathlon Team earned a place in the national finals in Seattle, Washington.

Overall, we are proud of our students' achievements in academics, the arts and athletics, and we look forward to continued growth and success for all the children at CE Williams Middle School.

Judith Peterson, Principal
Eduardo Curry, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	176	139
Percent satisfied with learning environment	87.0%	73.6%	81.3%
Percent satisfied with social and physical environment	95.7%	76.7%	84.1%
Percent satisfied with school-home relations	95.5%	82.4%	75.9%

*Only students at the highest middle school grade level at this school and their parents were included.